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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 4**

**Name / Theme or Unit: Novel – Nothing But the Truth**

**Time Frame: ~6 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will review and apply the various elements of fiction learned throughout the year to a larger novel, discussing character motivation, conflict and irony and ambiguity. They will practice and apply the use of integrated quotations from the story to construct literary arguments about the novel. Finally, they will practice reading fluently using common American English idioms and phrases, and then create, memorize and act out a dramatic reinterpretation of part of the novel. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.2. Understand and use correctly positive and negative connotations in the English language.  10.6 Evaluate the credibility of an author's argument or defense of a claim by critiquing the information given  10.8 Investigate the different types of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue) and understand the purposes of each, when to use and why  10.10 Analyze how authors reveal characters directly and indirectly and use specific examples to demonstrate understanding  10.12 Analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text; find specific examples to demonstrate understanding.  10.14 Have a basic understanding of the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.  10.17 Develop a main idea or premise that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout the piece of writing.  10.21 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).  10.22 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium  10.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  10.27 Create a dialogue, dramatic monologue, or soliloquy to demonstrate understanding of the concept  10.30 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works.  10.32 Practice both timed and process writing and, when applicable, use the writing process to develop, revise, and evaluate writing  10.33 Introduce the idea of ambiguities, nuances, and complexities within a text.  10.34 Practice and develop techniques that use logical and effective transitions between ideas and paragraphs; key words to know, connectors, effective prepositional phrases, idioms  10.40 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  10.41 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  10.46 Compare and contrast the ways in which media on the internet or through electronic resources cover the same event.  10.47 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).  10.51 Assess how language and delivery affect the mood and tone of a dramatic presentation  10.52 Evaluate a dramatic presentation and critique the techniques used; offer suggestions for improvement; be able to identify and determine quality of a presentation because of the elements used  10.54 Create and/or deliver dramatic pieces that employ techniques of a dramatic presentation (annunciation, pronunciation, tone, mood, speed, diction, volume, emotion, audience)  10.59. Read with a rhythm, flow, and meter that sounds like everyday speech | |
| **Essential questions:**   1. How do the themes of Nothing But the Truth relate to our lives today? 2. How does the use of documents and dialogues in the novel create ambiguity? 3. How do all the elements of short fiction that we have learned apply to Nothing But the Truth? 4. What is bias and how does it affect the information we get from media sources? 5. How do we use characters we already know to create a dramatic interpretation? 6. How do we use quotations from literature effectively and integrate them into our writing? | **Expected language:**  Novel, plot, conflict, introduction, rising action, climax, resolution, character development, ambiguity, situational, dramatic, and verbal irony, slant, bias, newspaper layout, memo, diary, dialogue, telegram, quote integration, scene, script, dramatis personae, props list, stage direction, action, costume |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Theme Anticipation Discussion (attached)  Liar mini-Quiz (attached)  Irony / Ambiguity / Coincidence homework assignment  Allison Doresett Diary Entry Assignment (attached) with error correction assignment  News article Comparison (in lab) (attached)  Quote integration practice (attached)  Information I need to know notes (attached)  Newspaper Page Assignment (attached)  Assessed and practiced in-class readings. (attached)  Paragraph Assignments with error correction assignment (with integrated quotes) (attached)  Group Drama Project (attached)  Quizzes (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Introduction to Themes and Lit. Elements in Nothing But the Truth**  Students will begin with a theme anticipation worksheet on lying. They will read a series of situations and decide whether each of them is an example of lying or not, then discuss in groups and finally as a class.  On the second day, they will read the poem “What kind of Liar are You?” and the story “The Piece of String” in class, discuss the issues raised by these two poems and complete the review questions, and then write a short quiz to test comprehension (attached)  **Reading**  Students will be given a notes sheet (attached) to help them organize their impressions of the novel, identify examples of literary elements such as irony, and keep track of the different characters and their motivations. It will be handed in at the end for a mark.  Students will start by briefly practicing how to read dramatically. They will be shown a series of sentences with emotions and different characters they have to pretend to be (attached), and practice saying these sentences with emotional inflection. During the reading, for each section of the book, the students will be assigned a role and a section and consult with the teacher about what is happening in their scene. After some time for practicing pronunciation, inflection and projection, the students will read their scenes for an oral mark. The teacher and the class will give feedback as they progress.  While reading, the class will pause periodically to define words and phrases, discuss events in the plot and their significance, and take time to fill in information about the novel into their notes sheet.  **Assignments / Activities during reading**  After reading Ch. 8, students will imitate the form of one of the diary entries in the novel and instead write a diary entry by Allison Doresett about Philip. Students will interpret the ambiguous attitude that Allison has towards Philip and voice her inner thoughts, imitating her writing style as they imagine it and decorating her diary page as they see fit. Students will then correct conventions errors on this as a separate assignment.  Students will write a quiz on Chapter 1-11 to assess their comprehension so far (attached).  After Ch. 12, students will complete a practice worksheet integrating quotations from the novel into their own sentences (attached). The next day, students will write an opinion paragraph about who they think is at fault for Philip’s suspension and include 3 integrated quotations (attached).  Students will write a quiz on chapter 12-14 with comprehension questions and another in-class paragraph using integrated quotations (attached). Students will then correct conventions errors on this as a separate assignment.  When the students are reading Ch. 15, they will spend a class in the computer lab researching a current event. They will compare and contrast how 3 articles from 3 different news sources cover the same event and record their findings in a chart (attached). Afterwards, students will volunteer to share what they learned in a class discussion.  Next, students will write their own newspaper version of what has happened in the story so far. Students will discuss the word “slant” as it applies to the article that appears in the novel (which is slanted against Miss Narwin), and then create their own newspaper article that slants the facts against a different character or characters (assignment and writing tips attached). Students will lay the article out creatively and design a newspaper page after viewing some examples (attached).  After handing in and receiving back their finished notes packages with feedback, the students will write a final quiz chapter 15-19 and answer an essay question on how the novel deals with ambiguity (attached).  **Final Drama Project**  To finish the unit and apply the skills learned and practiced through the in-class readings of the novel, students will write and act out a group drama project. Students will choose an alternate ending, deleted scene, creative reinterpretation, etc. and write the dialogue for the scene with stage directions and props, and realistic use of idioms and expressions from the story (assignment and rubric attached). Students will have several classes to conceive, write, and rehearse their scene for performance. Students will also be required to complete a short descriptive report for each character (attached) to help them think about the character they are portraying with as much depth as possible. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| **Novel: Nothing But the Truth**  Powerpoints on Irony + Ambiguity  “What Kind of Liar Are You?” / “Piece of String” Photocopied story handout  Computer Lab  Student Assembled / Created Props for drama Assignment  MP3 “The Star-Spangled Banner.” | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: